



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

# Home Economics

Alice Peloubet Norton

In almost every place where cooking has been introduced it has been something apart by itself, with no relation to the other work of the school. If it is to be made of the most value in the training of the child it must become an integral part of the work. An attempt to bring this about has been made in the Fifth and Sixth Grades, where the cooking is a part of the nature study, and is kept in close relation to the history and geography (see grade outlines). Taught in this way the work becomes a mode of self-expression which adds to the clearness of the images in the child's mind.

In the Sixth Grade the experiment is under way of giving part of the cooking lesson in French, thus aiding the children who are studying this language to become easily familiar with French words and phrases, because used in connection with their activities. The results of the experiment will be recorded in the March COURSE OF STUDY.

**Pedagogic School:** Each lesson in the pedagogic school is devoted partly to a general discussion of the food materials studied, with experiments to determine their nature, and partly to the actual cookery of the foods.

Some of the experiments which have been used during the last few weeks are here given:

## I. Test for sugar.

1. Dip the end of a clean glass stirring rod in some glucose. Dissolve the glucose that adheres in a very little water. Add 5 c. c. of dilute copper sulphate solution and 5 c. c. of strong potassium hydrate solution, or enough to dissolve the precipitate formed. Boil for a moment. Compare with the result obtained by boiling the same amounts of copper sulphate and po-

tassium hydrate solutions without the glucose. The mixture of copper sulphate and potassium hydrate is known as Fehling solution.

## II. Change of cane sugar to glucose.

1. Repeat the last experiment, using a little cane sugar instead of the glucose.

2. Take about 5 c. c. of a solution of sugar, add ten drops of hydrochloric acid and boil for fifteen or twenty minutes. Then neutralize the solution with sodium carbonate and test as before.

3. Test 10 c. c. of milk for sugar.

## III. Change of starch to dextrin and sugar.

Heat carefully in an evaporator about 5 grams of powdered starch, with constant stirring. After heating for about ten minutes, let the dish cool, add water, and boil. Filter the mixture, and to a small portion of the filtrate add twice its bulk of alcohol. To the remainder of the filtrate add 1 c. c. of hydrochloric acid, and boil until a drop of the liquid taken out gives no color with a drop of iodine solution. Neutralize the solution with sodium carbonate, and test for sugar.

## IV. Change of starch to sugar by the action of saliva.

To 5 c. c. of thin starch paste, in a test tube, add an equal amount of saliva. After two or three minutes test a small portion for sugar as in the previous experiments. If no result is obtained, try again at the end of five minutes.

In the cookery a special attempt has been made to show the underlying principles and to group similar recipes together under one head. The principles of cookery are few and simple, and are only repeated in different form in the multiplicity of "dishes" made. In selecting the rules to be used care has been exercised to take those which best illustrate the principle involved. Whenever there is an apparent violation of this principle the reason for it must be carefully explained. In the preparation of both egg and meat dishes, for example, the principle is that of albumen cookery. Soft custard,

creamy eggs, stewed meat—all illustrate well the use of the low temperature. Roasting and broiling of meat, and the making of omelet, each requiring a high temperature at the beginning, would seem directly to violate the rules laid down, until it is seen that the mass of material is not raised above the required temperature ( $80^{\circ}$  C.), and that the outside layers are sacrificed for definite reasons.

The work for February will include gelatine dishes, with a review of custards; vegetable soups; combinations of starch and albumen, in cream tapioca, chocolate cream pudding (prepared with corn starch), and macaroni or rice scalloped with cheese. One lesson will be given to the observation of a class in cookery, and the method of teaching it will be discussed.

Some of the recipes used are given below:

#### Custard

General rule:

1 cup milk.

2 tablespoons sugar.

1 egg.

$\frac{1}{4}$  teaspoon of flavoring.

Speck of salt.

This may be made into soft custard, baked custard, or steamed custard, according to the method of cooking.

Soft Custard: Heat the milk in the double boiler. Beat the egg slightly and add the sugar and salt. Pour the hot milk gradually upon the mixture, return to the double boiler, and cook, with constant stirring, till the custard thickens, and will heap up on the spoon. Strain immediately into a cold dish and flavor.

*Precaution:* Do not over-cook, or the custard will curdle. Keep the water in the double boiler just below the boiling point. (A vigorous beating with a Dover egg-beater will often restore the smooth texture to a slightly curdled custard.) Do not beat the eggs too light.

*Variations:* Caramel custard may be made by boiling the sugar with an equal amount of water, without stirring, till a light brown color is reached, and adding this to the hot milk before combining with the egg. For chocolate custard, melt  $\frac{1}{4}$  ounce of chocolate with 1 tablespoon of water and 1 tablespoon of the sugar,

and add to the milk before combining it with the egg and the remaining sugar.

Two egg yolks may be substituted for the whole egg. A white custard may be made by using two whites of egg in place of the whole egg. This is usually steamed by filling cups with the mixture and setting them in a pan of hot water on the stove, covering, and cooking till firm, without stirring.

Baked custard may be made by mixing the given ingredients and baking in a moderate oven until the mixture is firm, and a knife-blade thrust into it will come out clean.

#### Cream of Tomato Soup

1 can tomatoes.

2 teaspoons sugar.

1 teaspoon salt.

$\frac{1}{4}$  cup flour.

2 tablespoons butter.

1 quart milk.

Add the salt and sugar to the tomatoes and cook till soft; mix flour and butter together and stir into the tomato; cook five minutes more, strain and cool. When cold, add the cold milk, heat and serve.

(The cooling of the tomato is for the purpose of preventing the curdling of the soup.)

In giving the lesson on cream soups, several different kinds should be chosen, and the pupils, by comparing the different recipes, should deduce a general rule. It will be seen that in all cases the principle is that of a white sauce, generally with the addition of a vegetable. The amount of flour used will depend on the thickening power of the vegetable, that is, on the amount of starch which it contains. The flour cannot be omitted (except where a starchy vegetable is cooked for hours, as in the case of split-pea soup made in the Aladdin oven) for the vegetable and liquid tend to separate.

## Cooking in the Primary Grades

Flora J. Cooke

**Milk:** In comparing their own winter foods with the chief food of the Eskimos the children will be interested in discov-